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ABSTRACT

A multicultural enrichment program in which selected fifth- and sixth-grade students from Washington, District of Columbia, public schools learned about other countries by studying a foreign embassy is evaluated. Chapter I outlines the main components of the program: joint educator-embassy planning, student research, student field visits and embassy guest presentations in the classroom, student culminating projects, and student participation in a mock United Nations. Chapters II and III concern evaluation. A description of the Planning, Monitoring, and Implementing Model (PMI) used for evaluation is followed by a chart presenting evaluation results. Measured are the degrees of joint participation in implementation among sponsoring agencies and program impact on students' knowledge of other countries. Findings indicate a highly successful program, with a high degree of correlation on all input/output measures. The appendix includes the evaluation schema, program communications, curriculum suggestions, and unexpected outcomes. (LP)

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THE EMBASSY ADOPTION PROGRAM

Final Evaluation Report

1982-1983

Floretta McKenzie
Superintendent of Schools

SP 018 429

Prepared by
Division of Quality Assurance

1982-1983

THE EMBASSY ADOPTION PROGRAM

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SUMMARY AND FINDINGS

Title

The Embassy Adoption Program

Project Coordinator

Susan Deerin

Target Population

Fifth and sixth grade students from the four administrative regions of the D.C.P.S. whose teachers have volunteered for the program

Background and Project Description

Beginning in 1975, the Women's Committee of the Washington Performing Arts Society and the D.C. Public Schools (first ESAA then ECIA, Chapter 2) have co-sponsored the Embassy Adoption Program in which students from 123 fifth and sixth grade classrooms learned about foreign countries, through cooperation with 41 different embassies. As culminating activities to the studying, students visited their adopted embassy and participated in the Mini United Nations program.

Stated Objectives

A: The Embassy Adoption Program (EAP) will be implemented under the co-sponsorship of the District of Columbia Public Schools (DCPS) and the Washington Society for the performing arts (WPAS) using funds, services and training provided by the school system and the private sector.

B: Through participating in the EAP, students will increase their knowledge and appreciation of the culture, history, government and geography of other nations.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. During the 1982-83 school year, 31 DCPS classes and 31 embassies (8 new this year), participated in the program.

2. Participating schools represented all regions with five schools from Region A, eight from B, eight from C and ten from D.

3. ECIA Chapter 2 and Washington Performing Arts Society contributed financial support, personnel and materials for the program, with the main fundraising event being a brunch at the Embassy of New Zealand.

4. The project director conducted training workshops for participating teachers and Women's Committee volunteers at which time information packets were distributed.

5. On a test covering information gained by the workshop, teachers scored significantly higher (.001 level) on the posttest than on the pretest.

6. On a teacher workshop evaluation form, the workshop was considered valuable by the majority of participants with above average ratings in all six areas surveyed and a total combination 4 and 5 ratings (on a 1 to 5 scale) being 93% positive.

7. The majority of teachers and the majority of Women's Committee members felt that the goal of the program was met and that the areas in which students had increased the most were in knowledge of the culture of the country and a greater respect for cultural differences.

8. Students were presented with a variety of materials and information about their adopted countries such as films, slides, booklets, pictures, records, dances, songs, native food, information on native customs, current events, historical events, literature, native dress and music.

9. Students demonstrated, when visiting the embassies, knowledge of the history and geography of their adopted countries through presentations of papers and projects.

10. Students demonstrated, when visiting their embassies, knowledge of the culture of their adopted countries through presentations such as songs, dances, skits and art work.

11. Students demonstrated knowledge of the government of their adopted countries through preparation for and participation in the Mini United Nations where a student ambassador and three delegates from each class debated from the viewpoint of their adopted country on the topic, "The International Role in Outer Space."

12. Of 640 project children surveyed, 637 (almost 100%) felt they had learned at least a little about their adopted country; 98% liked the country the same or better than before; and 98% might like or would like to visit the country.

BACKGROUND AND PROJECT DESCRIPTION

Introduction

Purpose - The purpose of the Embassy Adoption Program was to provide selected 5th and 6th grade DCPS students and their teachers with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Need - Living in the present with modern transportation and communication bringing other countries so close, it is essential to learn about and to appreciate other places in the world. Understanding the backgrounds of other nations can lead to greater acceptance of differences. In the DCPS Social Studies Curriculum, the sixth grade program includes a systematic study of world cultures, geography and government. Learning occurs better through first hand experiences. Although travel to foreign countries is not possible yet for most children, visits to embassies and participation in Mini United Nations can simulate some of the experience.

History - Since 1975, the Women's Committee of the Washington Performing Arts Society and the ESAA Program of the D.C. Public Schools, have co-sponsored the Embassy Adoption Program in 123 fifth and sixth grade classrooms in which the students study foreign countries as part of the curriculum. During the 1982-83 school year, sponsorship of the DCPS portion of the program was provided by ECIA Chapter 2. Embassies which have taken part in the program in the past, or participated during the 1982-83 school year, are as follows:

Austria	Iran	Peru
Bahrain	Israel	Saudi Arabia
Botswana	Italy	Spain
Brazil	Ivory Coast	Sri Lanka
Canada	Japan	Surinam
Chile	Kenya	Switzerland
Cyprus	Malaysia	Tanzania
Dominican Republic	Mexico	Trinidad & Tobago
Ecuador	Morocco	Tunisia
Egypt	Netherlands	Turkey
Germany	New Zealand	U.S.S.R.
Great Britain	Nigeria	Yugoslavia
Greece	Pakistan	Venezuela
India	People's Republic of China	

Program

General

The Embassy Adoption Program is a multi-cultural enrichment program designed for fifth and sixth grade students in the D.C. Public Schools, who have the unique opportunity of utilizing the resources of the embassies located in Washington, D.C.

After assignments of embassies, teachers and Women's Committee volunteers from the Washington Performing Arts receive training and packets of materials giving information on the program and offering suggestions for working with students. Embassy officials also receive information on their expected roles. A "get acquainted" tea is held at a local embassy to provide teachers, principals and embassy representatives an opportunity to meet one another and plan activities which are based on individual needs. The Women's Committee volunteers act as liaisons between the schools and the embassies. Fundraising activities, a responsibility of the Women's Committee, are planned to help supplement the ECIA Chapter 2 budget and is mainly used for transportation needs.

Embassy Visits

The children learn about their "adopted" country using materials provided by the embassy as well as resources secured by the teacher, the Women's Committee Volunteer and the school librarian. The particular country's viewpoint on specific global issues, which relate to the interdependence of nations, is emphasized. During the year each student prepares a paper or project on his or her "adopted" country, the best of which are presented when the class visits the embassy as one of the culminating activities of the program. Many of the classes also prepare music, art, skits or other cultural demonstrations for embassy members. The embassy representatives frequently visit the schools and talk to the students. Cultural activities and usually native food are prepared by the embassies for the participating students.

The Mini United Nations

Classes participating in the Embassy adoption program elect an ambassador and three delegates to attend a Mini United Nations Assembly where they debate and vote - from the viewpoint of their "adopted" country - on resolutions which relate to an issue of international concern.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

The results of the evaluation are summarized in this section. Following the narrative are the inputs, processes and outcomes on which this summary is based presented in the PMI reporting format. Supporting data are in the appendix.

Objective A - The Embassy Adoption Program (EAP) will be implemented under the co-sponsorship of the District of Columbia Public Schools (DCPS) and the Washington Society for the performing arts (WPAS) using funds, services and training provided by the school system and the private sector.

The first objective was concerned with the implementation of the program. All observed inputs were in agreement with the intended inputs. In terms of personnel, this included the Project Director, clerical assistance, teacher volunteers, embassy representative, Washington Performing Arts Women's Committee volunteers and school system volunteers and/or aides. Teachers were selected by their principals using prescribed criteria which included interest in the program and willingness to incorporate additional activities into the regular social studies curriculum. Participating embassies were also selected based on specified criteria. Volunteers were enlisted through the Women's Committee of the WPAS. The school system volunteers and/or aides to assist at the Mini United Nations, included three from the school system, two from the Women's Committee and one from the community. Other inputs were space, materials and supplies all of which were adequate.

All processes in Objective A had agreement between intended and observed items. There were 31 embassies and 31 classes participating. The embassies spanned the alphabet from Australia to Yugoslavia and represented nations all around the world. The participating schools represented the DCPS' four regions. The Project Director made school embassy assignments, prepared curriculum packages, trained teachers and Women's Committee volunteers, organized the Kick-off Tea, monitored classroom participation in the program, planned and coordinated the Mini United Nations Program using aides to help, arranged for transportation for embassy visits with bus costs covered by the Washington Society for Performing Arts. The Kick-off Tea was held at the Embassy of Sri Lanka for 122 people. Women's Committee Members acted as liaisons between the teacher and embassy representatives. The project director and Women's Committee members scheduled activities and embassy visits and raised funds for transportation and other expenses. The main fundraising activity was a brunch held at the Embassy of New Zealand. The project director and Women's Committee Volunteers wrote press releases and articles that were published in the Uptown Citizen and the McLean Providence Journal. The project director, with consultation from the evaluators, designed evaluation instruments for teachers and volunteers.

The five outcomes to measure the first objective were all observed to agree with the intended outcomes. The first intended outcome was on the establishment of the program in at least 28 classes. There were 31 participating. All except one visited their embassies. Since it was not possible to schedule the visit to the Spanish embassy the WPAS arranged to have the Spanish Dance company perform for the school, and the class prepared a Spanish meal.

The second outcome stated that personnel of the DCPS and members of the WPAS Women's Commitee would co-sponsor the program. Budget records and records of contributions of personnel, materials, equipment and time showed this to be true.

Teacher workshop evaluation forms showed 93% of the respondents rated the workshops positively. On a pre- posttest on information covered during the workshop, the results showed an improvement at the .001 level of significance. Questionnaires at the end of the project showed that participating teachers and Women's Committee members felt that the purpose of the program was met, that of providing the students the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies. With both sets of respondents, the areas in which they felt the students had increased the most was in knowledge of the culture of the country and a greater respect for cultural differences.

With all of the intended and observed items in agreement, Objective A, that of setting up and carrying through (establishing) the program, has been met.

Objective B - Through participating in the EAP, students will increase their knowledge and appreciation of the culture, history, government and geography of other nations.

The second objective was on how the program affected the students, the aim being to increase their knowledge and appreciation of the culture history, government and geography of other nations.

All intended and observed inputs were in agreement. In addition to the personnel mentioned in Objective A, there were participating students who were in the classes of teachers volunteering for the program and the school librarians in participating schools. Other inputs were resource guides and suggested activities for participating teachers (the material distributed at the orientation session and throughout the rest of the year); other materials and supplies, and space to hold the Mini United Nations, all of which were observed to be adequate.

There were no discrepancies in processes. After being notified of assignments, and receiving materials and training, teachers and Women's Committee Members, with some help from librarians and embassies, presented students with a variety of materials and information on their selected country. Examples were films, slides, booklets, pictures, records, dances,

songs, food, information on customs, current events, historical events literature, native dress and music. After studying about the country, students prepared papers or projects, the best of which were selected for presentation at the embassy visit. In some classes, students also prepared cultural presentations such as a song, dance, skit or art work reflecting the adopted country. With the help of Women's Committee members, classes visited their embassies in the spring. Students also prepared for and elected delegates to the Mini United Nations. This included preparing to debate as their adopted country would on the topic, "The International Role in Outer Space" in four areas: Ownership and Territoriality; Control of Exploration/ Exploitation; Meeting Uses of Outer Space; and Non-Military Use of Outer Space. Other observed processes were the writing of student thank-you notes to the embassy and students' completion of evaluation questionnaires.

There were four outcomes to measure this objective and all of them showed agreement between intended and observed items. The first outcome was on the demonstration of the acquisition of knowledge of the adopted country's history and geography as shown by papers and projects presented to embassies. The second was on the acquisition of knowledge of the culture of the country as shown by cultural presentations. The third was on acquisition of the knowledge of the government of the country as shown by participation in the Mini United Nations. The fourth was on students' perceptions of how much they had learned, how they felt about the country and whether they would like to visit it. Out of 640 students surveyed, 637 (almost 100%) felt they had learned something, 98% liked the country the same or more than before and 98% might or would like to visit the country.

With all intended and observed inputs, processes and outcomes in agreement, this objective has been met.

Conclusion

On a relatively small budget (but much volunteer help and extra work by teachers who chose to be involved) hundreds of students and dozens of teachers have had the opportunity available only in Washington, D.C. to learn first hand about countries around the world, by participating in a cultural exchange program with foreign embassies. Teachers and Women's Committee volunteers received the training, information and materials required to carry out a successful program. The required fundraising took place, students learned about the history, geography, culture and government of their adopted countries. According to the Project Director the two culminating activities, visits to the embassies and participation in the Mini United Nations, were activities that students over the years have reported made a lasting impression on these young people and helped expand their views of the world and its peoples.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective A: The Embassy Adoption Program (EAP) will be implemented under the co-sponsorship of the District of Columbia Public Schools and the Washington Society for the Performing Arts (WPAS) using funds, services and training provided by the school system and the private sector.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Project director	Agreement	- Members of the Evaluation Unit met with the Project Director.
- Clerical assistance	Agreement	- The Project Director verified that clerical assistance when needed is adequately provided by the Office of Instruction.
- Teacher volunteers	Agreement	- The list of participating teacher volunteers was submitted to the Evaluation Unit. The selection letter sent on November 29, 1982 stated, "Teachers were selected by their principals using the following criteria: interest in the program, willingness to incorporate additional activities into the regular social studies curriculum, attendance at an Embassy Tea after school hours, assistance in planning of class visits to the Embassy and preparation of students for participation in the Mini United Nation's Program using materials provided by the director."

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Embassy representatives	Agreement	- Embassies were selected to be contacted following four criteria: (1) teachers' requests from the previous year, (2) recommendation of the District coordinator of Social Studies, (3) countries participating in the past and (4) countries where Women's committee members had close personal ties. Of the 31 participating embassies this year, eight were new to the project. All suggested embassies were contacted by letter followed up with phone calls. Once an embassy had agreed to participate, it was asked to indicate a contact person. The forms for such participation were examined.
- WPAS Women's Committee volunteers	Agreement	- The Project Director enlisted the help of Women's Committee volunteers through explaining the need at meetings, TV shows, through newscasters, groups such as Congressional Wives and other organizations. The list of participating volunteers was submitted to the Evaluation Unit.
- Mini United Nations volunteers	Agreement	- Six volunteers were selected for the Mini United Nations as evidenced by copies of thank you letters sent to participants. The six volunteers included three from the school system, two from the Women's Committee and one from the community.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Office space	Agreement	- The Project Director was interviewed in her office which she considered adequate for her needs.
- Sufficient materials and supplies	Agreement	- The Project Director verified that materials and supplies were provided through the Ellington School, the Instructional Center and those items provided previously by funding under another grant. She stated that they were sufficient and adequate.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. The project director will identify at least 28 Embassies and 28 schools to participate in the program.	Agreement	1a. The Project Coordinator sent letters to Embassy Ambassadors and DCPS Regional Superintendents inviting participation. (See Appendix B.) The list of embassies and schools volunteering to participate in the program submitted to the Evaluation Unit contained 31 of each. Examples of embassies included are Bangladesh, Switzerland, Peoples Republic of China, France, Cameroon and Peru. The participating schools represented all regions with five classes from Region A, eight from Region B, eight from Region C and ten from Region D. (See Appendix C.)
b. The project director will direct the preparation of curriculum packets and other teacher materials.	Agreement	b. The Evaluation Team observed the curriculum packet and other materials. These included a "Resource Guide for Multicultural Studies," "Background and Steps for Implementing the Mini U.N. Program," "Teachers' Role in the Embassy Adoption Program," and "List of Suggested Activities." (See Appendix D.)
c. The project director will monitor classroom participation in EAP.	Agreement	c. The Project Director verified that she visited each of the 31 teachers at least once after the classroom programs started. She delivered Mini United Nations curriculum packets and gave technical assistance as needed.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
d. The project director will plan and coordinate the Mini United Nations Program using school system volunteers and/or aides.	Agreement	d. Part of the workshop for teachers addressed itself to the Mini United Nations Program. Documents, letters and photographs were evidence of the Project Director's role and her use of aides in the Mini United Nations program.
2a. The project director will organize the Kick-Off Tea for principals, teachers, embassy representatives and members of the Women's Committee.	Agreement	2a. The project director organized and prepared (with the wife of the ambassador) for the Kick-Off Tea held February 16, 1983 at the Embassy of Sri Lanka for 122 people. A snowstorm on the day of the tea limited attendance, but information packets and letters were sent to all participants unable to attend.
b. Women's Committee members will act as liaisons between the teacher and the embassy respresentative.	Agreement	b. Liaison activities that began after the Kick-Off Tea were verified by the project director and described in teacher and Women's Committee member evaluations.
c. The project director and Women's Committee members will schedule activities and embassy visits, and raise funds for transportation and other expenses.	Agreement	c. The December 7, 1983 benefit brunch for families, held at the Embassy of New Zealand was the main fundraising event of the year. Children from other embassies performed, as described by the project director. Activities and embassy visits were scheduled after the training workshops were held, as described in the Women's Committee information packets. (See Appendix E.)

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
d. The project director will arrange for transportation for embassy visits.	Agreemen	d. The project director verified that she coordinated transportation for Embassy visits - mainly with contracted buses but some by public transportation.
e. The project director will arrange for payments through an accounting system set up with the Washington Society for Performing Arts.	Agreement	e. The accounting system for payments by the WSPA was established as verified by receipts and other documents.
f. The project director and Women's Committee volunteers will write press releases for approval by the school system.	Agreement	f. Two articles about the program were in evidence, one in the Uptown Citizen and one in the McLean Providence Journal. The Project Director also mentioned being interviewed about the program on WMGS radio.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
3a. The project director will conduct training workshops for teachers and Women's Committee Members.	Agreement	3a. The teacher workshop was held at the Langdon School Instructional Services Center January 12, 1983 as scheduled. The Evaluation Team examined the registration forms, completed pre- and posttests, evaluation forms and the packet distributed. Records showed that 27 of the 31 teachers attended. The other four were given the information individually. The Women's Committee workshop was held on February 7, 1983. The Evaluation Team examined the information/packets. Participants who were unable to attend were given the information individually. (See Appendixes D and E.)
b. The project director, with consultation from the ECIA Chapter 2 Evaluation Unit, will design evaluation instruments to be completed by teachers and members of the WPAS, participating in the EAP.	Agreement	b. Pre- posttest instruments and course evaluation instruments were constructed and used in the workshops as evidenced by data submitted to the Evaluation Unit.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
4a. The project director, with consultation from the ECIA Chapter 2 Evaluation Unit will design questionnaires for teachers, to see if the purpose of the program was met with their students.	Agreement	4a. The questionnaires were designed and filled out by teachers as evidenced by completed forms on file.
5a. The project director, with consultation from the ECIA Chapter 2 Evaluation Unit, will design questionnaires to see if the members of the WPAS felt that the purpose of the program was met.	Agreement	5a. The questionnaires were designed and filled out by Women's Committee volunteers as evidenced by completed forms on file.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project director by June, 1983 will show that an Embassy Adoption Program was established for at least 28 fifth and sixth grade classes, representing all four DCPS administrative regions.	Agreement	1. Embassy Adoption Programs were established for 31 classes as shown in Appendix C, verified by classroom visits and teacher interviews. The Evaluation Unit personnel also visited embassies with some of the classes. All classes except one visited their embassies. Since it was not possible to schedule one of the classes the WPAS arranged to have the Spanish Dance Company perform for the school, and the class prepared a Spanish meal. There were many positive outcomes to the program in addition to those described as part of the objectives. Some of these are listed in Appendix F. In addition, the project director has in her office photographs and other documentation on the project.
2. Records submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project director by June, 1983 will show that personnel of the District of Columbia Public Schools and members of the Women's Committee, Washington Performing Arts Society, co-sponsored the Embassy Adoption Program.	Agreement	2. Budget records show that the District of Columbia Public Schools' ECIA Chapter 2 funds and the Washington Performing Arts Societies contributions provided the financial support for the project. Both agencies also contributed personnel, materials, equipment and time as shown in the project director's records.

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
3. Teacher workshop evaluation forms submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project director by June, 1983 will show that the majority of the participants considered the workshops to be valuable for them in facilitating their participation in the EAP program.	Agreement	3. According to teacher workshop evaluation rating forms the workshop was considered valuable by the majority of the participants, with above average ratings in the six areas surveyed. Ninety-three percent of the respondents were positive about the manner in which the information was presented; 93% appreciated the clarity of the presentations; 86% found them useful; 97% felt they increased their knowledge of the program and of steps for implementation; 100% expressed that the workshop objectives were met. Averaging the five areas, the total result of a combination of 4 and 5 ratings on a 1 to 5 scale was 93% positive. Eight teachers wrote in the comments section of the rating form with seven (87.5% being positive and 1 (12.5%) negative. (See Appendix G.) Project teachers were pretested and posttested on information covered during the workshop. The mean score on the pretest was 6.17 and on the posttest, 10.75, the difference significant at the .001 level, indicating that knowledge was acquired by the participants. (See Appendix H.)

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
4. Questionnaires from a sampling of teachers, submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project director by June, 1983, will show that the majority of the respondents will state that they felt that the purpose of the program was met with their students.	Agreement	4. The goal of this program was "To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies". The majority of the teachers felt that the goal was reached with their students. The areas in which they felt students had increased the most were in knowledge of the culture of the country and a greater respect for cultural differences. (See Appendix I.) Additional questions were asked by the project director, concerning the program. Those responses are also summarized in Appendix I.
5. Questionnaires submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project director will show that the majority of a sample of members of the Washington Performing Arts Society surveyed will state that they feel the purpose of the program was met.	Agreement	5. The majority of the Women's Committee volunteers represented in the sample completing the questionnaires, felt that the purpose of the program was met. As with the teachers, the areas in which they felt the students had increased the most were in knowledge of the culture of the country and a greater respect for cultural differences. (See Appendix J.) Additional questions asked by the project director concerning the program are also summarized in Appendix J.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective B: Through participating in the EAP, students will increase their knowledge and appreciation of the culture, history, government and geography of other nations.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Project director	Agreement	- Members of the Evaluation Unit met with the Project Director.
- Clerical assistance	Agreement	- The Project Director verified that clerical assistance when needed is adequately provided by the Office of Instruction.
- Participating students	Agreement	- Participating students are those in the classes of the teachers who volunteered for the program. Their participation began after teachers were trained. Students were observed in classrooms, at embassies and in project photographs on the office bulletin board.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Participating teachers	Agreement	- The list of participating teacher volunteers was submitted to the Evaluation Unit. The selection letter sent on November 29, 1982 stated, "Teachers were selected by their principals using the following criteria: interest in the program, wilingness to incorporate additional activities into the regular social studies curriculum, attendance at an Embassy Tea after school hours, assistance in planning of class visit to the Embassy and preparation of students for participation in the Mini United Nation's Program using materials provided by the director."
- School librarians in participating schools	Agreement	- The Project Director sent a memo to all school librarians in participating schools after the Kick-Off Tea, requesting their cooperation. (See Appendix K.)
- Women's Committee volunteers	Agreement	- The Project Director enlisted the help of Women's Committee volunteers through explaining the need at meetings, TV shows, through newscasters, groups such as Congressional Wives and other organizations. The list of participating volunteers was submitted to the Evaluation Unit.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Embassy representatives	Agreement	- Embassies were selected to be contacted following four criteria: (1) teachers' requests from the previous year, (2) recommendation of the District coordinator of Social Studies, (3) countries participating in the past and (4) countries where Women's committee members had close personal ties. Of the 31 participating embassies this year, eight were new to the project. All suggested embassies were contacted by letter followed up with phone calls. Once an embassy had agreed to participate, it was asked to indicate a contact person. The forms for such participation were examined.
- Resource guides and suggested activities for participating teachers	Agreement	- The Evaluation Team observed the curriculum packet and other materials. These included a "Resource Guide for Multicultural Studies," "Background and Steps for Implementing the Mini U.N. Program," "Teachers' Role in the Embassy Adoption Program," and "List of Suggested Activities."
- Sufficient materials and supplies	Agreement	- The Project Director verified that she requested and received sufficient materials and supplies from the Office of Instruction.
- Student evaluation questionnaires	Agreement	- The Evaluators assisted the project director in the preparation of student evaluation questionnaires.
- Space to hold Mini United Nations' meeting.	Agreement	- The Mini United Nations was held at the Marie Reed Learning Center. Space was observed to be adequate.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. Teachers will select on a first come, first serve basis a country to study from those embassies that have agreed to participate.	Agreement	1a. The Project Director notified the teachers of the day and number to call to place their requests. This was completed as evidenced by a schedule provided to the Evaluation Unit. (See Appendix C.)
b. Teachers and embassy attaches will be provided with a list of suggested activities by the project director and Women's Committee members.	Agreement	b. Some materials were distributed at the teacher workshop as observed in the distributed packet. (See Appendix D.) Others were provided as the program progressed as observed by the evaluators.
c. Students will be presented with information about their adopted country from the embassy, the classroom teachers, librarians, and Women's Committee volunteers, through activities such as demonstration, of art, dance, music, crafts and ethnic foods; loan of brochures, flags, posters; presentations of films and classroom speakers; pen pals and art exchange.	Agreement	c. As may be seen in appendixes I and J (Teachers and Women's Committee questionnaires), students were presented with a variety of materials and information such as films, slides, booklets, pictures records, dances, songs, native food, information on native customs, current events, historical events, literature, native dress and music. Some of these were observed in the classrooms by the evaluators.
d. Students will prepare papers or projects on the adopted country, the best of which will be selected for presentation at the embassy visit.	Agreement	d. Observations in the classrooms and discussions with teachers verified that students prepared papers or projects on their adopted countries.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2a. Where teachers have chosen to do so, students will prepare a song, dance, skit or art work which reflects the adopted country's culture.	Agreement	2a. Project director and teachers described preparations for cultural presentations to be made at embassies. Observations were made in selected classrooms. The majority of classes did prepare presentations.
b. Participating classes will visit their embassies in the spring.	Agreement	b. The evaluators examined completed Trip Confirmation forms (see Appendix L). Of the 31 classes, 30 visited their embassies. One was unable to attend on the only day the Spanish embassy could take them, so the WPAS employed a Spanish Dance Company to perform for the school, and the class prepared a Spanish meal.
c. Women's Committee members will assist during class visits to the embassy.	Agreement	c. As seen in Appendix J, Women's Committee members assisted in such ways as arranging schedules of embassy visits and arranging for teachers to visit the embassy in advance.
3a. Students will review materials in preparation for the Mini United Nations.	Agreement	3a. Students were observed in classrooms reviewing material for the Mini United Nations. Students were interviewed at the event and verified their preparation.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
b. Participating classes will elect delegates to the Mini United Nations.	Agreement	b. Appendix M shows the memorandum to teachers with instructions on electing delegates, and a completed teacher response form listing Ambassadors, delegates and committees. One of the evaluators helped check credentials of delegates at the Mini United Nations' site.
c. Students elected as delegates to the Mini United Nations will debate and vote on an issue of global importance from the point of view of their adopted countries.	Agreement	c. Students debated their issues at the Mini United Nations which was held on May 31, 1983 at the Marie Reed Learning Center as observed by members of the Evaluation Unit. Appendix N shows copies of the instruction letter to delegates, the credentials form and the Mini United Nations agenda.
4a. Students will write thank you notes to the embassy.	Agreement	4a. As may be seen by the response to number 6 on the teacher's questionnaire (Appendix I), children did write thank-you notes to their embassies.
b. Students participating in the EAP program will complete a project evaluation questionnaire.	Agreement	b. Students completed evaluation questionnaires which were submitted to the Evaluation Unit.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Data submitted by the EAP project director to the ECIA Chapter 2 Evaluation Unit by June, 1983, will show that students in at least 80% of the programs have acquired knowledge of the history and geography of their embassy country as demonstrated by a paper or project on the adopted country selected from the work of students in each participating class, the papers or projects to be presented during the embassy visits.	Agreement	1. All of the teachers and Women's Committee Members surveyed (38), checked some increase in students' knowledge of the history and geography of their adopted embassies. (See Appendix I and J.) Twenty-one (81%) of the 26 teachers responding to the questionnaire item on student papers or projects, described the presentations as did all (10) of the Women's Committee Members. As may be seen in Appendix I, question 5, and J, question 9, students' presentations included reports, booklets, essays, stories, poems, scrapbooks, murals, wall hangings, drawings, puzzles and musical programs. The Evaluators observed projects presented in a sampling of embassies.
2. Data submitted by the EAP project director to the ECIA Chapter 2 Evaluation Unit by June, 1983, will show that students in at least 50% of the program have acquired knowledge of the culture of their embassy country, by their learning and presenting during the embassy visit, a song, dance or skit reflecting the adopted country's culture.	Agreement	2. All of the teachers and Women's Committee members surveyed (38), checked some increase in students' knowledge of the culture of their adopted embassies. (See Appendixes I and J.) Fifteen (58%) of the 26 teachers responding to the questionnaire item on student presentations, and half (5) of the Women's Committee members described cultural presentations (song, dance, skit or art work), as may be seen in Appendixes I (5) and J (9). Evaluators observed presentations given, in a sample of embassies.

OBJECTIVE B

PART III (continued)

OUTCOMES		
INTENDED	STATUS	OBSERVED
3. Data submitted by the EAP project director to the ECIA Chapter 2 Evaluation Unit by June, 1983 will show that students in at least 80% of the classes have acquired knowledge of the government of their adopted country as demonstrated by their election of an ambassador and three delegates to attend a Mini United Nations Assembly, to represent the views of the adopted country on an issue of international concern.	Agreement	3. All of the teachers (28) and all but one of the Women's Committee Members (10) surveyed, checked some increase in students' knowledge of the government of their adopted embassies. (See Appendixes I and J.) The Mini United Nations check off list as delegates registered, showed that all but one (97%) of the countries were represented by ambassadors and delegates. The topic of international concern which was discussed during this 6th Mini United Nations General Assembly, was "The International Role in Outer Space." As described in Appendix M, there were four committees meeting simultaneously to discuss different aspects of outer space issues with each of the four delegates prepared for a different committee. The four committees were "Ownership and Territoriality," "Control of Exploration/ Exploitation," "Military Uses of Outer Space," and "Non Military Uses of Outer Space." The evaluators had visited a sample of classes preparing for the debate and also observed the event at the Mini United Nations.

OBJECTIVE B

PART III (continued)

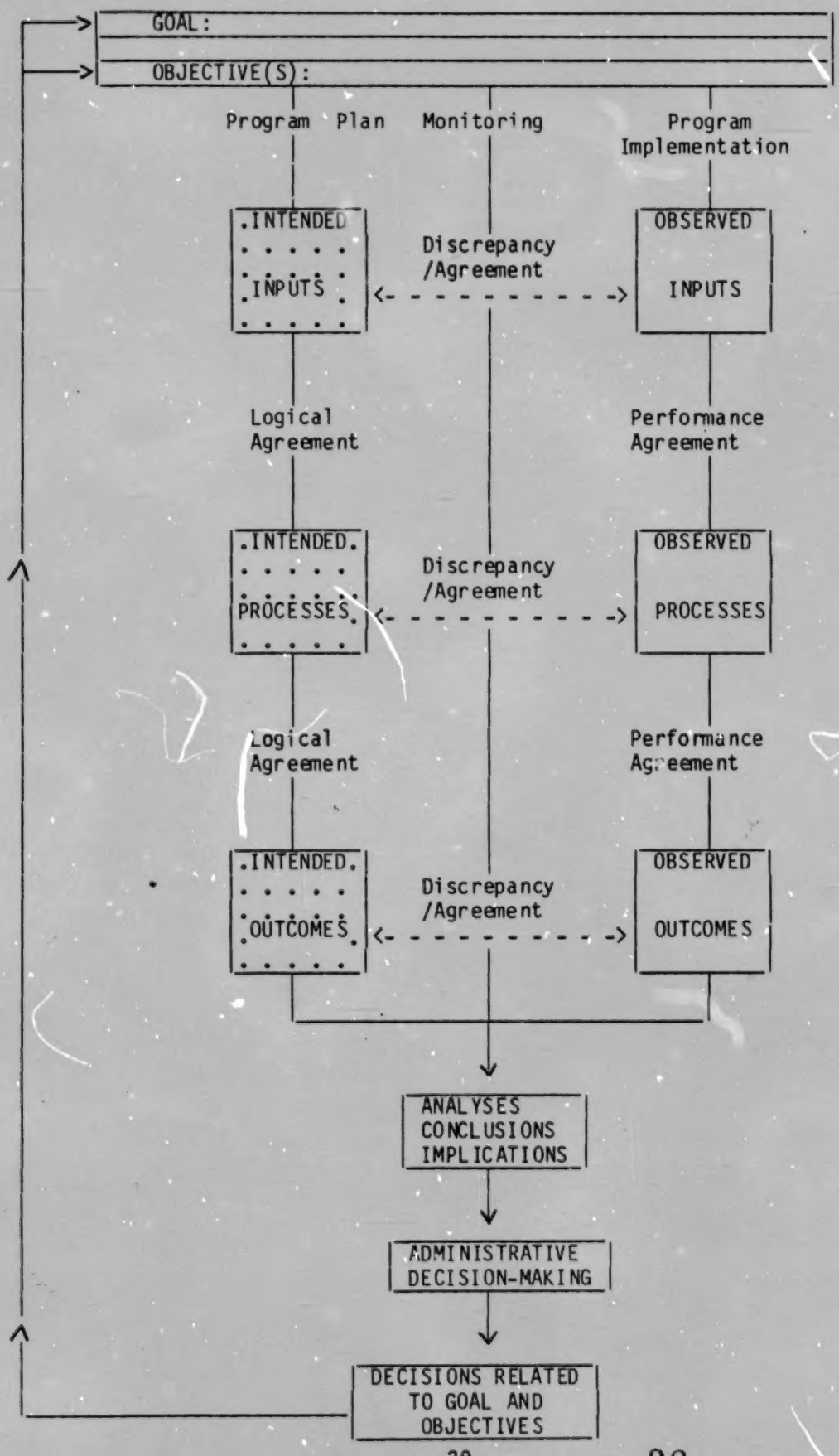
OUTCOMES

INTENDED	STATUS	OBSERVED
4. Data submitted by the EAP project director to the ECIA Chapter 2 Evaluation Unit by June, 1983 will show that at least 80% of the students in the program have demonstrated their appreciation of their adopted country by positive responses on a questionnaire.	Agreement	4. The student questionnaires developed to measure this outcome, asked students how much they learned about their adopted country, how they felt about it, and whether they would like to visit it. As may be seen in Appendix O, 637 (almost 100%) of the 640 children surveyed felt they had learned at least a little about their country; 98% liked the country the same or more than before; and 98% might like or would like to visit the country.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

LETTERS TO EMBASSY AMBASSADORS AND DISTRICT OF COLUMBIA PUBLIC SCHOOLS REGIONAL SUPERINTENDENTS INVITING THEIR PARTICIPATION

Washington Performing Arts Society

Patrick Hayes, Managing Director
Douglas H. Wheeler, Manager

October 18, 1982

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My Dear Mr. Ambassador:

The Embassy Adoption Program has been co-sponsored by the Women's Committee of the Washington Performing Arts Society and the District of Columbia Public Schools for the past eight years. Designed to provide a cultural exchange between the diplomatic community and the students and faculty of the D. C. Public Schools, the program has been very popular as well as educational. This year the program will be expanded to include additional schools throughout the city.

Each participating embassy "adopts" a fifth or sixth grade class during the spring semester which begins February 2, 1983. The students learn about their "adopted" country using materials provided by the embassy and resources secured by the teacher. Each child prepares a paper or project on the country which is presented when the class visits the embassy in the spring.

Because of increased interest in the program, we would like to encourage embassies which have graciously supported us in the past to do so once again. For those embassies which have not participated, we would like to extend an invitation to share knowledge of your country with the young people in our nation's capital.

Please fill out the enclosed card and return it by November 1, 1982, so that we can assign each school to an embassy. A member of the Embassy Adoption Program Committee will contact your Cultural Attache or representative as soon as we receive your card.

We thank you once again for your interest and generous support.

Sincerely,

Muriel Alper

Mrs. Jerome Alper
Co-Chairman, Women's Committee

Susan B. Deerin

Ms. Susan B. Deerin
Co-Chairman, D. C. Public Schools

cc: Cultural Attache

BEST COPY AVAILABLE

September 21, 1982

MEMORANDUM to: Assistant Superintendents-Regions

Through: Dr. James T. Guines
Associate Superintendent

From: Susan B. Deerin
Embassy Adoption Program Coordinator

For the past seven years, the ESAA Program of the D.C. Public Schools and the Women's Committee of the Washington Performing Arts Society have co-sponsored the Embassy Adoption Program. This year for the first time, the program will be offered in selected schools citywide.

The goal of this program is to provide elementary students with the opportunity to increase their knowledge and appreciation of the culture, government and history of other nations through the cooperation of their embassies. Each participating embassy "adopts' a fifth or sixth grade class during the second semester. The students learn about their adopted country using materials provided by the embassy and resources secured by the teacher. Each child prepares a paper or project on the adopted country, the best of which are presented when the class visits the embassy in the spring. In addition, classes which take part in the Embassy Adoption Program elect delegates to attend a Mini United Nations General Assembly where they debate and vote on an issue of global importance from the point of view of their "adopted" countries.

Teachers should be selected by their principals using the following criteria: interest in the program, willingness to incorporate additional activities into the regular social studies curriculum, attendance at an Embassy Tea after school hours, assistance in planning of class visit to the Embassy and preparation of students for participation in the Mini United Nation's Program using materials provided by the coordinator. Teachers will select an embassy from the list which have agreed to participate in the program.

Superintendents are asked to identify seven 5th or 6th grade teachers in their region interested in working with an embassy during the second semester. Please fill out the attached form and return it to me by October 15, 1982., c/o Susan Deerin, Embassy Adoption Program Coordinator, Duke Ellington School of the Arts, Route 1.

Thank you for your cooperation.

EMBASSY ADOPTION PROGRAM REQUEST FORM

I have identified the following seven schools in my region to participate in the Embassy Adoption Program:

	School	Principal	Teacher
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Contact person in my region _____

Phone number _____

Region _____

Signature _____
Superintendent

Please return by October 15, 1982 to Susan Deerin, Embassy Adoption Program Coordinator. Duke Ellington Performing Arts H.S. Route 1

APPENDIX C

SCHOOL/EMBASSY ADOPTIONS

SCHOOL/EMBASSY ADOPTIONS

PUBLIC SCHOOL	GRADE	EMBASSY
BANCROFT ELEMENTARY SCHOOL 18th & Newton Street, N.W.	5th	Australia
BENNING ELEMENTARY SCHOOL 41st & East Capitol Street, N.E.	5/6	Bangladesh
BRENT ELEMENTARY SCHOOL 3rd & D Street, S.E.	6th	Austria
BUNKER HILL ELEMENTARY SCHOOL 14th & Michigan Avenue, N.E.	5th	Kenya
BUNKER HILL ELEMENTARY SCHOOL 14th & Michigan Avenue, N.E.	4th	Japan
CARVER ELEMENTARY SCHOOL 45th & Lee Streets, N.E.	5/6	Israel
DREW ELEMENTARY SCHOOL 56th & Eads Streets, N.E.	6th	Switzerland
FLETCHER/JOHNSON ELEMENTARY SCHOOL Benning Road & C Street, S.E.	6th	Spain
FT. LINCOLN ELEMENTARY SCHOOL Ft. Lincoln Drive, N.E.	5th	India
GAGE-ECKINGTON 3rd & Elm Streets, N.W.	6th	Greece
HARRISON ELEMENTARY SCHOOL 13th & V Streets, N.W.	5/6	New Zealand
HOBSON MIDDLE SCHOOL 12th & E Streets, S.E.	6th	France
JANNEY ELEMENTARY SCHOOL Wis. Avenue & Albermarle Street, N.W.	6th	Yugoslavia
KETCHAM ELEMENTARY SCHOOLS 15th & U Streets, S.E.	6th	Netherlands
LAFAYETTE ELEMENTARY SCHOOL Northampton & Broad Branch Road, N.W.	6th	Korea
LA SALLE ELEMENTARY SCHOOL Riggs Road & Madison Street, N.E.	5/6	Pakistan

SCHOOL/EMBASSY ADOPTIONS (continued)

PUBLIC SCHOOL	GRADE	EMBASSY
MANN ELEMENTARY SCHOOL 44th & Newark Street, N.W.	6th	Peoples Republic of China
MEYER ELEMENTARY SCHOOL 11th & Clifton Street, N.W.	5th	Tunisia
MURCH ELEMENTARY SCHOOL 36th & Ellicott Streets, N.W.	6th	U.S.S.R.
PARK VIEW ELEMENTARY SCHOOL Warder & Newton Street, N.W.	4/5/6	Jordan
PATTERSON ELEMENTARY SCHOOL South Capitol & Elmira Street, S.W.	6th	Canada
RICHARDSON ELEMENTARY SCHOOL 53rd & Blaine Streets, N.E.	6th	Malaysia
RIVER TERRACE ELEMENTARY SCHOOL 34th & Dix Streets, N.E.	5/6	Egypt
ROSS ELEMENTARY SCHOOL 1730 R Street, N.W.	5/6	Luxembourg
SHEPHERD ELEMENTARY SCHOOL 14th & Kalmia Road, N.W.	6th	Peru
STEVENS ELEMENTARY SCHOOL 21st & K Streets, N.W.	6th	Nigeria
STODDERT ELEMENTARY SCHOOL 39th & Calvert Street, N.W.	4th	Sri Lanka
TERRELL M. C. SCHOOL Wheeler Road & Savannah Street, S.E.	6th	Cameroon
THOMAS ELEMENTARY SCHOOL 650 Anacostia Avenue, N.E.	6th	Sudan
WALKER JONES ELEMENTARY SCHOOL 1st & L Streets, N.W.	6th	Mexico
WEST ELEMENTARY SCHOOL Farragut Street between 13th & 14th Street, N.W.	6th	Turkey

APPENDIX D

SUGGESTIONS INCLUDED IN CURRICULUM PACKET FOR PROJECT TEACHERS

Office of Instruction

415 12th Street, N.W.
Washington,D.C. 20004

January 12, 1983

Memorandum to: Teachers Participating in the Embassy Adoption Program

From: Susan Deerin, Director
Embassy Adoption Program

Subject: Teachers' Role in the Embassy Adoption Program

The teacher plays a very important role in the Embassy Adoption Program. I have outlined the steps which you should take in order to make the program work as smoothly as possible.

1. Refer to the attached chart to learn the name and phone number of your embassy representative and WPAS volunteer.

2. Attend the kick-off tea and introduce yourself to the representative of the embassy which your class will be studying in the spring. Present the embassy representative with a choice of several dates which would be convenient for your class to visit the embassy in late March, April or May.

3. After the tea contact your representative by telephone to request any additional background materials you may need for classroom use. Ask if it is possible for the embassy to provide any of the suggested activities which have been listed on the sheet at the end of this packet.

4. Ask the Women's Committee volunteer to assist with the delivery of materials from the embassy, if necessary.

5. Using library resources and materials provided by the embassy, introduce your students to some of the following topics about your adopted country:

    a. geography and climate
    b. political beliefs
    c. economic conditions
    d. culture
        (i) ethnic and racial composition of the population
        (ii) music, dance, art and songs
        (iii) dress or costumes
        (iv) traditions and holidays.

6. Require your students to prepare an essay or project on topics which interest them about their adopted country. You will select one or more of the best papers or projects to present when your class visits the embassy.

7. If possible, your students should learn a song, dance or skit reflecting the culture of your adopted country, which they can perform when they visit the embassy in the spring. Suggestions might include; singing or playing the national anthem on a musical instrument, acting out a folktale, singing a folksong, reciting a poem, greeting the embassy representative in his/her native language or drawing a mural depicting an important event in the country's history.

8. Contact the embassy representative by early March to schedule a specific date for your class visit from the list of choices which you provided for him/her at the tea. Notify my office of the date and time by calling 282-0988 or leave a message with the secretary at Duke Ellington 282-0123. I will arrange for free bus transportation using funds provided by the Women's Committee of the Washington Performing Arts Society.

9. Require that your students write thank you notes to the embassy representative after your class visit to the embassy. I will write a formal note to the ambassador.

Thank you so much for becoming part of the Embassy Adoption Program this year. Please call me or your Women's Committee volunteer if you need <u>any</u> assistance. I look forward to working with you in the months ahead.

Embassy Adoption Program: Suggested Activities

The following is a list of activities which embassies might want to make available to children of the D.C. Public Schools.

1. Send a representative to introductory coffee/tea to meet with teacher and principal of adopted school.

2. Select embassy representative to meet with teacher to plan individualized program for "adopted" class.

3. Arrange embassy visit and light refreshment for class of 30 students.

4. During embassy visit, award prize for best essay which students have written about their "adopted" country.

5. Provide film or slide presentation of country's national life, with emphasis on children's activities.

6. Lend resource materials to the class: children's textbooks, information brochures, posters, children's storybooks, etc.

7. Conduct classroom demonstration and instruction in nation's arts and crafts.

8. Arrange art exchange between American school children and embassy staff children.

9. Conduct a classroom discussion and demonstration of native foods.

10. Discussion of a country's major religion, when pertinent, including a visit to a church, mosque, etc.

11. Arrange pen-pal correspondence between American children and children of another country.

12. Provide demonstration of native songs or dances. This could take place at the school or during the students' embassy visit.

This list is a series of suggestions. It is in no way intended to be complete or inflexible. However, it is recommended that an embassy give the first four starred items highest priority when planning a program.

APPENDIX E

SUGGESTIONS INCLUDED IN THE WORKSHOP PACKET FOR WOMEN'S COMMITTEE VOLUNTEERS

Office of Instruction

415 12th Street, N.W.
Washington,D.C. 20004

February 7, 1983

Memorandum to: Women's Committee Members, WPAS,
Embassy Adoption Program

From: Susan Deerin and Muriel Alper
Co-chairmen, Embassy Adoption Program (EAP)

Subject: Role of Women's Committee Members in Implementing the Embassy Adoption Program

Each member of the Women's Committee, who is participating in the Embassy Adoption Program, should assume the following responsibilities in order for the program to run smoothly.

1. Refer to the attached chart to determine your assignment to work with an individual embassy and school.

2. Call the teacher and principal before the "Get Acquainted Tea" and make certain that the teacher feels comfortable in calling you for assistance, if necessary. Please give the teacher your work number if that would make it easier to contact you.

3. When you receive your invitation to the Tea call the embassy representative and the teacher to make certain that they are planning to attend the event, or send a representative in their place. Explain that you will be at the Tea to introduce them and answer any questions they may have about the program.

4. Remind the teacher to come to the Tea prepared to present the embassy representative with a choice of several dates which would be convenient for their class to visit the embassy in the spring. This gives the embassy representative time to work the visit into their own calendar.

5. Determine how you can best aid the teacher and students in their study of the "adopted country". Suggestions include; additional material, setting up a pen pal exchange or helping the students perpare a song, dance or skit to present when they visit the embassy. You can also ask the embassy if it is possible to provide any of the suggested activities which are listed at the end of this packet.

6. Help the teacher schedule and plan the class visit with the embassy, if necessary. As soon as the date has been finalized please contact Susan Deerin at 282-0988 or leave a message at 282-0123 to request bus transportation.

7. Make certain the teacher requires that each student in the class write a paper or develop a project on their "adopted" country. The teacher and/or embassy representative will select the best paper or project to be presented when the class visits the embassy. The Women's Committee member should suggest that a small prize be awarded, by the embassy, to the student who prepares the best paper or project. Some embassies prefer to make the presentation to the whole class for their participation.

8. Because of our interest in the performing arts you are also asked to recommend that the students learn a song, dance or skit reflecting the culture of their "adopted" country. Suggestions might include: singing or playing the national anthem on a musical instrument, acting out a folktale, singing a folksong, reciting a poem, or greeting the representative in his/her native language. The teacher may need your help in getting some of the necessary background information from the embassy or another source.

9. Meet the students and their teacher at the embassy on the day of the visit.

10. Write a letter thanking the teacher and the embassy representative for their cooperation and participation in the EAP. The teacher requires that the children write thank you notes and the president of the Women's Committee write a thank you letter to each ambassador.

11. Fill out and return an evaluation of your experience, when it is mailed to you, after the program ends in late May.

Thank you in advance for your support and assistance. We feel that this will be our most successful year to date for the Embassy Adoption Program.

APPENDIX F

SOME UNEXPECTED OUTCOMES OF THE EMBASSY ADOPTION PROGRAM

"Unexpected Outcomes" Report for 82-83

Susan Deerin, Project Coordinator

1. Ambassador of Bangladesh came from his Washington office to his home in Potomac to serve as host at a luncheon of his native cuisine for 35 students of Benning Elementary School.

2. Michael Obodozie, a student at Howard from Kenya, visited Bunker Hill School and told the students about his life growing up on a banana plantation in Kenya. He also taught them a local folkdance.

3. Dr. Guines visited Roberta Watson's class at Bunker Hill to share his slides and impressions of his recent trip to Japan. They later had lunch at a Japanese retaurant.

4. Students from Drew Elementary School enjoyed a typical Swiss lunch at the Old Europe Restaurant following their visit to the embassy.

5. Johnnie Mosley at Fletcher Johnson arranged for the home economics class to prepare a typical Spanish luncheon for selected members of her class. The teacher paid for the ingredients. The WPAS paid for a Spanish Dance Performance by Raquel Pena the same day as the luncheon. 500 students from Fletcher Johnson were invited to the dance performance.

6. The Embassy of India taught the children to wrap a sari and a turban and served them a complete Indian luncheon.

7. The minister's wife from the Embassy of New Zealand invited students from Harrison School to her home for a lamb bar-b-que immediately following their embassy visit.

8. The wife of the French ambassador, Madame Vernier-Palliez, served the children typical french pastries in the garden of her mansion on Kalorama Road. One student told her he liked her furniture even though "it's very old."

9. Children of Ketcham school planned a complete program on the Netherlands for the whole school and invited several embassy staff members to attend which they did.

10. Korea gave them a demonstration of their martial arts, Ti-kwan-do.

11. The representative of Pakistan gave his secretary the day off to prepare a Pakistani luncheon for students at LaSalle School.

12. The USSR invited Murch School to present Russian Dances and songs. Murch invited them back for an American lunch and presented the Soviet school with a typical American quilt - handmade by the Murch students. The visit to the Soviet school was highlighted by a basketball game between the American and Russian children which we lost.

13. The Embassy of Jordan gave the children of Park View school a typical Arab lunch which they ate with their fingers. They also learned a folk dance and presented pictures of Hussein and Queen Noor which were taken to Jordan for publication in the English language newspaper.

14. The children of Ross School prepared a song by Mendelsohn in German. They sang the song from memory for the Ambassasor and his wife who love classical music.

15. The ambassador and Mrs. Corea of Sri Lanka gave the children of Stoddert school a typical native luncheon at their home. The children performed a folk tale from Sri Lanka for the ambassador and his wife.

16. Children from Walker Jones performed a Mexican folkdance and sang in Spanish. The embassy gave them a very elegant Mexican luncheon which their wives had prepared.,

APPENDIX G

TEACHER WORKSHOP EVALUATION RATING FORM

Evaluation of Embassy Adoption Program Workshop
N=27

ase rate each area by circling a number from 1 to 5, with the lowest rating at the left.

The manner in which the information was presented was:

Dull 1		2		3		4		Exciting 5		Total of 4 and 5 Ratings	
ber	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	-	0	-	2	7	11	41	14	52	25	93

The clarity of the presentation was:

fficult to nderstand 1		2		3		4		Very Clear 5		Total of 4 and 5 Ratings	
ber	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	-	0	-	2	7	4	15	21	78	25	93

The value of the workshop to me was:

actically Useless 1		2		3		4		Extremely Useful 5		Total of 4 and 5 Ratings	
ber	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	-	0	-	2	7	5	19	18	67	23	86

The workshop increased my knowledge of the E.A.P. and steps necessary for its implementation:

ot At All 1		2		3		4		Very Much 5		Total of 4 and 5 Ratings	
ber	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	-	0	-	1	4	5	19	21	78	26	97

The workshop objectives were:

ot At All 1		2		3		4		Very Much 5		Total of 4 and 5 Ratings	
ber	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	-	0	-	0	-	6	22	21	78	27	100

	Number	Percent
Mean Total (4+5)	25	93

Teacher Workshop Comments

Comments fell into two areas - feelings toward the program (example, "I'm elated for myself and students to be a part of the program") and feelings toward the workshop (example, "I certainly feel more prepared than previous years"). The one negative comment was from the only member of the group whose embassy materials had not arrived previous to the workshop - "Before workshops should be conducted, every member should receive all materials needed!" The breakdown of comment categories is shown below.

Comment Categories
N=27

Feelings About Program				Feelings About Workshop					
Positive		Negative		Positive		Negative		No Comments	
#	%	#	%	#	%	#	%	#	%
3	11	0	0	4	15	1	4	19	70

Summary of Overall Comments
N=8

Positive		Negative	
Number	Percent	Number	Percent
7	87.5	1	12.5

APPENDIX H

TEACHER WORKSHOP PRE- POSTTEST RESULTS

Teacher Workshop Pre- Posttest Results
N=13

	Mean	Standard Deviation	t	Level of Significance Difference
Pretest	6.08	3.23	5.47	.001
Posttests	10.77	0.44		

APPENDIX I

SUMMARIES OF TEACHER QUESTIONNAIRES

SUMMARY OF TEACHERS QUESTIONNAIRE ON MEETING PROGRAM GOALS
N=28

	Not At All 1		2		3		4		A Great Deal 5		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Students increased their knowledge of the culture of the country.	0	-	0	-	0	-	7	25	21	75	28	100
Students increased their knowledge of the history of the country.	0	-	1	4	2	7	8	29	17	61	28	101
Students increased their knowledge of the government of the country.	0	-	3	11	2	7	10	36	13	46	28	100
Students increased their knowledge of the geography of the country.	0	-	0	-	2	7	7	25	19	68	28	100
Students gained a greater respect for cultural differences.	0	-	0	-	1	4	7	25	20	71	28	100
Total	0	-	4	3	7	5	39	28	90	64	140	100

SUMMARY OF TEACHER QUESTIONNAIRES INCLUDING
CATEGORIZED RESPONSES TO THE OPEN-ENDED QUESTIONS
N=27

Questions

1. Were you able to attend the Kick-off Tea at the Embassy of Sri Lanka?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
21	78	6	22	0	-

2a. Do you feel that the Kick-off Tea serves a useful purpose in the overall program?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
23	85	1	4	3	11

2b. Comments

Categorized Responses	Number of Responses*
No Response	12
Good opportunity to meet others involved in the program, to exchange ideas, interact, etc.	9
Unable to attend	3
Introduced ourselves by telephone to embassy reps before initial personal contact	2
Enjoyable	1

* Responses total more than 27 because of multiple responses.

3. What services did the embassy provide for your class, other than the visit to the embassy?

Categorized Responses	Number of Responses
Provided a vast array of learning materials, i.e., films, slides, booklets, pamphlets, maps, pictures, records, guidebooks, etc.	21
Gave cultural enrichment (taught dance, folk songs, national anthem, sampled native foods, etc.)	11
Informed class of country's current and historical events	6
None	4

4. What activities did the embassy provide during the students' visit?

Categorized Responses	Number of Responses
Showed film	18
Had discussion period (on native customs, current events, etc.)	13
Presented luncheon (refreshments, native foods, etc.)	11
Provided tour	9
Gave literature about country	3
Awarded presentation for projects	3
Had musical presentation (folk songs and dance)	2
Showed examples of native dress	2
Gave souvenirs (flags, pins, etc.)	1
Not able to visit embassy	1

5. What type of presentation did the children give when they visited the embassy?

Categorized Responses	Number of Responses
Presented written materials, some recited or read, (reports, booklets, essays, stories, poems, scrapbooks)	14
Presented embassy with art projects, (ex. murals, wall hanging, drawing, acrostics, etc.)	10
Presented musical program (sang songs - folk and anthems, played musical instruments)	8
None	4
No Response	3
Performed play, skits	3
Had question and answer period	2
Made native bread to present to embassy	1
Wrote thank you letters	1

6. Did you follow up to make certain that the children wrote thank you notes to the embassy representative?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
25	93	0	-	2	7

7a. Do you feel that you received clear instruction as to your responsibilities in the program?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
26	96	0	-	1	4

7b. How do you feel the instruction process could be improved?

Categorized Responses	Number of Responses
No Response	18
All materials about the program should be clearly explained from the beginning, especially the Mini U.N. because it is too advanced for elementary school children	5
Process is fine	3
Better contact with embassies	1

8a. Would you recommend that this embassy be included in the program next year?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
24	89	1	4	2	7

8b. Comments

Categorized Responses	Number of Responses
No Response	12
Embassy officials were very cordial and helpful	12
Embassy officials gave the impression that they really didn't want to be involved	2
Embassy should provide more printed materials	1

9. Describe the activities which you developed to provide students with additional information about their "adopted" country.

Categorized Responses	Number of Responses
Prepared research Projects	16
Prepared reports	13
Had cultural enrichment projects (learned how to cook country's dishes, do folk songs and dances, become familiar with native dress)	13
Saw movies	8
Read newspaper and magazine articles about country	8
Had people who were familiar with or had visited country, come in and share experiences	6
Did some art work projects	2
Learned some of country's language	2
Watched T.V. programs relative to country	1
Wrote pen pal letters	1

10a. Did the representative of the Women's Committee assist you in contacting embassy personnel?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
21	78	4	15	2	7

10b. Did she follow up if problems developed?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
19	70	2	7	6	22

11a. Would you be interested in participating in this program again next year?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
25	93	2	7	0	-

11b. If yes, please list three countries you would like to have adopt your class.

Categorized Responses	Number of Responses
Mexico	11
France	9
Japan	6
Russia	6
India	5
China	4
Germany	4
Spain	4
England	3
Italy	3
Canada	3
Egypt	2
Israel	1
Saudi Arabia	1
New Zealand	1
Jordan	1
Peru	1
Turkey	1
Switzerland	1
Nigeria	1
Brazil	1
Ghana	1
Australia	1
Austria	1
Sierra Leone	1
Kenya	1
The Netherlands	1
No Response	2

12. In your opinion, what were the strengths and weaknesses of the Mini United Nations booklet?

Categorized Responses	Number of Responses
Booklet easy to read, helpful	11
Booklet too complicated for elementary students	7
Booklet should be received earlier, have more time to understand it fully	6
Informative, organized	3
No Response	3
Good Program	2
Had problems duplicating book for students	1

13a. When would you prefer to receive the Mini United Nations Curriculum?

Categorized Responses	Number of Responses
January	5
March	4
February	4
October	3
September	2
April	2
December	1
November	1
No Response	5

13b. When would you suggest that the Mini United Nations take place?

Categorized Responses	Number of Responses
May	16
April	6
March	2
January	1
February	1
November	1

General Comments:	Number of Responses
Good learning experience for both students and teachers	12
Wonderful experience, students thoroughly enjoyed it, excellent program	10
No Response	7
Should be more contact between teacher and embassy representative	1
Thanks!	1
Difficult to fit program into an already full curriculum	1
Program should be expanded to encompass more of the school community	1

APPENDIX J

SUMMARIES OF WOMEN'S COMMITTEE VOLUNTEERS QUESTIONNAIRES

WOMEN'S COMMITTEE VOLUNTEERS' QUESTIONNAIRE ON MEETING PROGRAM GOALS
N=10

	Not At All 1		2		3		4		A Great Deal 5		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Students increased their knowledge of the culture of the country.	0	-	1	10	1	10	3	30	5	50	10	100
Students increased their knowledge of the history of the country.	0	-	2	20	1	10	3	30	4	40	10	100
Students increased their knowledge of the government of the country.	1	10	1	10	2	20	1	10	5	50	10	100
Students increased their knowledge of the geography of the country.	0	-	0	-	3	30	2	20	5	50	10	100
Students gained a greater respect for cultural differences.	0	-	0	-	2	20	4	40	4	40	10	100
Total	1	2	4	8	9	18	13	26	23	46	50	100

SUMMARY OF WOMEN'S COMMITTEE VOLUNTEER QUESTIONNAIRES
INCLUDING CATEGORIZED RESPONSES TO THE OPEN-ENDED QUESTIONS
N=13

Questions

1. Were you able to attend the Kick-off Tea at the Embassy of Sri Lanka?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
10	77	3	23	0	-

2. Did the teacher attend the Tea or send a representative?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
12	92	0	-	1	8

3. Did the embassy send a representative to the tea?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
10	77	1	8	2	15

4a. Do you feel that the Kick-off Tea serves a useful purpose in the overall program?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
10	77	0	-	3	23

4b. Comments

Categorized Responses	Number of Responses*
No Resopnse	10
Need a little more structure	1
Meeting between teacher and embassy representative makes for a more meaningful purpose	1
Was not able to be there	

5. In what ways did you aid the teacher and students in the study of their "adopted country"?

Categorized Responses	Number of Responses*
Helped plan trip to embassy	4
Provided materials (books, slides, records, etc.)	3
Worked as liaison between school and embassy representative	2
Was not able to assist (was not here)	2
Met with children before embassy visit to talk about life in country	1
Provided children with pen pal list	1
Offered my assistance whenever needed	1
Arranged for someone from country to visit students and share experiences and knowledge	1
No Response	1

* Where number of responses total more than 13, multiple responses were given.

6. What steps did you take in helping the teacher schedule and plan the class visit to the embassy?

Categorized Responses	Number of Responses
Set up communication between school and embassy	5
Arranged the scheduling of the embassy visit	4
No Response	3
Arranged for teacher to visit embassy before students visited	2

7. What services did the embassy provide for your class other than the visit to the embassy?

Categorized Responses	Number of Responses
Embassy sent materials to teachers to use in studying country (films, brochures, slides, books, charts, pictures, posters, etc.)	8
None	3
Embassy representative visited school and had discussion and answer period	2
No Response	2
Embassy held an awards ceremony for projects	1
Embassy personnel brought students some native dishes	1

8. What activities did the embassy provide during the students' visit?

Categorized Responses	Number of Responses
Film and slide show	8
Refreshments	5
Discussion and answer period with representative	3
Awards for projects	3
Tour of embassy	2
Entertainment by Ambassador's wife	1
Fact sheet about country and copy of National Anthem	1
Souvenirs	1
No Response	1

9. What type of presentation did the children give when they visited the embassy?

Categorized Responses	Number of Responses
Essays about country	5
A play or skit	4
No Response	3
A book made by students, depicting their version of country, (drawing, pictures, etc.)	3
A question and answer session	1
Singing of the National Anthem	1
Playing a musical selection	1
Speaking to the Ambassador in his native language	1

10. Did you follow-up to made certain that the children wrote thank you notes to the embassy representative?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
5	38	7	54	1	8

11a. Do you feel that you received clear instruction as to your responsibilities in the program?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
9	69	2	15	2	15

11b. How do you feel the instruction process could be improved?

Categorized Responses	Number of Responses
No Response	10
Fine as is	2
Need more guidelines	1

12a. Would you recommend that your school be included in the program next year?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
11	85	0	-	2	15

12b. Comments

Categorized Responses	Number of Responses
No Response	8
Children nice and well-behaved	1
Teachers and students were enthusiastic	1
Teachers very good to work with	1
Embassy people were a delight to work with	1
Very positive experience	1

13a. Would you recommend that this embassy be included in the program next year?

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
9	69	0	-	4	31

13b. Comments

Categorized Responses	Number of Responses
No Response	11
Mixed feeling	1
Greater liaison is needed from this Cultural Affairs office	1

14a. If you would like to serve on the Embassy Adoption Program Committee in the fall is there any embassy you'd suggest that we invite to participate in the program?

Categorized Responses	Number of Responses
Greece and Turkey	1
New Zealand	1

14b. "I would like to serve on the committee next fall". (versus "I am unable to serve on the committee next fall").

Yes		No		No Response	
Number	Percent	Number	Percent	Number	Percent
11	85	1	8	1	8

General Comments:	Number of Responses
No Response	7
Teacher made it a good experience for the students	2
Teacher pleased with program and would like to work with it again next year	1
Felt I could have done more	1
Program influenced some local community activities	1
Embassy representative not very helpful	1

APPENDIX K

LETTER TO LIBRARIAN-MEDIA SPECIALISTS
REQUESTING PARTICIPATION

Office of Instruction

415 12th Street, N.W.
Washington,D.C. 20004

March 4, 1983

Memorandum

To: Librarians in Elementary Schools Participating in the Embassy Adoption Program

From: Susan Deerin, Director, Embassy Adoption Program

Re: Materials Needed to Supplement the Embassy Adoption Program

A teacher in your building, _____, has been selected by the regional superintendent and the principal to work with the _____, as a participant in the Embassy Adoption Program.

This program currently served thirty schools, in all four administrative regions of the city. The children learn about their "adopted" country using materials provided by the embassy as well as resources secured by the teacher. During the course each student prepares a paper or project on his/her "adopted" country, the best of which are presented when the class visits the embassy in the spring.

As the school librarian, would it be possible for you to contact the teacher in your building and ask if you can be of assistance in locating additional books, materials or films on the country listed above? Folksongs, recipes, folktales, the national anthem, poetry, education, and sports are all areas that might interest the children, as well as the more typical background information.

Thank you so much for your cooperation, which can make this opportunity for cultural exchange a much more valuable experience for young people in the D.C. Public Schools.

cc: Principal

APPENDIX L

TRIP CONFIRMATION FORM

Embassy Adoption Program

Trip Confirmation

School _____

Teacher _____

Date of Trip _____ Time of Tour _____

Pick Up Time at the School _____ Return Time _____

Name of Embassy _____

Address _____

Trip Confirmed With McMichael Bus Company _____

Additional Information _____

Funds for bus transportation are provided by the Women's Committee, Washington Performing Arts Society.

Please contact me at 282-0988, or leave a message at 282-0123, if you have any questions or need to change any details of your trip to the embassy. Thank you very much.

Susan Deerin
Embassy Adoption Program

APPENDIX M

ELECTION OF DELEGATES TO THE MINI UNITED NATIONS

Office of Instruction

415 12th Street, N.W.
Washington,D.C. 20004

May 11, 1983

MEMORANDUM TO: Teachers Participating in the Mini United Nations

FROM: Susan Deerin, Director, Embassy Adoption Program

SUBJECT: Final Instructions for Mini United Nations Program

The Mini United Nations General Assembly has been scheduled for Tuesday May 31, 1983, from 9:00 a.m. to 12:30 p.m. in the auditorium of the Marie Reed Learning Center, 2200 Champlain Street, N.W. (28th and California Streets) Since on street parking in the area is limited, I am attempting to secure Police Department parking permits which I will mail to you when they become available. After the Mini United Nations the students and their chaperones will walk to Meridian House International, 1630 Crescent Place, N.W. for a "diplomatic reception" and tour. Everyone should bring a bag lunch. Juice and cookies will be provided on the terrace. The reception should be over by 2:30 p.m.

Four delegates to the General Assembly should be selected from your class to represent the views of the country which your students have been studying in the Embassy Adoption Program. One of the four should be appointed spokesperson or "ambassador". The ambassador will be the one to present his/her delegation's credentials and to vote on all resolutions brought before the General Assembly. All delegates should have a general knowledge of the U.N. and the General Assembly, a background on the "International Role in Outer Space" and a working vocabulary of the terms emphasized in the lesson plans. A chaperone, preferably the teacher, should accompany each delegation.

There will be four committees, meeting simultaneously, to discuss different aspects of outer space issues. Each delegate from your class should sign up for a different committee, be prepared to discuss that issue from his/her country's point of view, if possible, and help write a resolution appropriate for that committee.

The four committees are as follows:

#1. OWNERSHIP AND TERRITORIALITY - This committee will write a resolution defining the lower boundaries of outer space and rules governing direct television broadcasting and remote-sensing as they affect a country's national sovereignty.

#2. CONTROL OF EXPLORATION/EXPLOITATION - This committee will write a resolution concerning the distribution of knowledge gained through the exploration of outer space and ways to encourage governments and private companies to utilize the riches of outer space, while holding fast to the principle that the resources of space are the common heritage of mankind.

#3. MILITARY USES OF OUTER SPACE - This committee will write a resolution dealing with anti-satellite systems, laser weapons and reconnaissance satellites.

#4. NON MILITARY USES OF OUTER SPACE - This committee will write a resolution concerning remote sensing used to detect natural resources, weather satellites, manufacturing the near-absolute vacuum of space and the development of new energy sources.

Each committee will be guided by an adult but discussion is much more lively if each student comes prepared with several ideas for a resolution pertaining to their specific topic. Remind the delegates that there are no right or wrong solutions to these problems. The resolutions which stand the best chance of being passed by the General Assembly involve compromise for countries with different points of view.

Five students will be needed to serve as officers of the General Assembly. If you would like to nominate a student who is especially outstanding and speaks well in front of a group, call me as soon a possible at home after school hours at 645-4109. I will need the student's home telephone number in order to conduct a preliminary interview. I will train the five students selected from those nominated.

In order to help prepare for the General Assembly, the following items are included: (one of these requires a response from you)

1. Student Letter (4) - This is general information about the Mini United Nations and Specific information regarding the rules and regulations of the General Assembly.

2. Credentials (4) - These should be completed in advance and presented at the Registration Desk by the ambassador on the day of the Mini U.N.

3. Agenda - A copy of the agenda is included for your information. Additional copies will be provided to the students at the Mini U.N.

4. Teacher Response From - This form will enable us to prepare nametags and committee assignments prior to the Assembly. Please complete the form and return it to me in the enclosed envelope no later than Wednesday, May 18th.

I realize that May is already a busy month for you. I appreciate the extra effort it takes to participate in both the Embassy Adoption Program and the Mini U.N. I can assure you though that your efforts are well worth it for these experiences will long be remembered by your students.

Teacher Response Form

Please complete and return this form to Susan Deerin, Embassy Adoption Program, Duke Ellington School of the Arts, 35th and R Streets, N.W. 20007 or Route Mail #1, no later than May 18, 1983

Student Delegates to the Sixth Mini United Nations General Assembly:

School _____ Teacher's Name _____

Country _____

1. Ambassador _____

   Committee Selection _____

2. Delegate #1 _____

   Committee Selection _____

3. Delegate #2 _____

   Committee Selection _____

4. Delegate #3 _____

   Committee Selection _____

APPENDIX N

MINI UNITED NATIONS PROGRAM

Office of Instruction

415 12th Street, N.W.
Washington,D.C. 20004

May 11, 1983

Dear Ambassador or Delegate,

The Sixth Annual Mini United Nations General Assembly Program will be held on Tuesday, May 31, 1983, in the Marie Reed Learning Center auditorium, 2200 Champlain Street, N. W. (18th and California Streets). After the General Assembly, we will walk to Meridian House International, 1630 Crescent Place, N. W., for a "diplomatic reception" and tour. You should bring a bag lunch. Meridian House will provide juice and cookies. The Mini U.N. will begin at 9:00 a.m.; will be back at school by 3:00 p.m.

When you arrive, you, the other delegates and your teacher should be seated under the sign which bears your country's name. Your ambassador should then report to the Registration Desk to present your delegation's credentials. He/she will receive your official badges (red for ambassadors; blue for delegates) which you should then sign.

You should come to the Mini U.N. prepared to speak as the ambassador or delegate of the country which you have been studying in the Embassy Adoption Program. You are to represent the views of that country in committee meetings and in the debate on the floor of the General Assembly.

COMMITTEES

There will be four committees on the topic of the International Role in Outer Space. Each member of your delegation should sign up for a different committee and become an "expert" on the specific aspect of the subject which your committee will attempt to address. Each committee is expected to write a brief resolution and present it to the General Assembly for a vote.

The four committees are as follows:

1. OWNERSHIP AND TERRITORIALITY - This committee will write a resolution defining the lower boundaries of outer space and rules governing direct television broadcasting and remote-sensing as they affect a country's national sovereignty.

2. CONTROL OF EXPLORATION/EXPLOITATION - This committee will write a resolution concerning the distribution of knowledge gained through the exploration of outer space and ways to encourage governments and private companies to utilize the riches of outer space, while holding fast to the principle that the resources of space are the common heritage of mankind.

3. MILITARY USES OF OUTER SPACE - This committee will write a resolution dealing with anti-satellite systems, laser weapons and reconnaissance satellites.

4. NON MILITARY USES OF OUTER SPACE - This committee will write a resolution concerning remote sensing used to detect natural resources, weather satellites, manufacturing the near-absolute vacuum of space and the development of new energy sources.

Each committee will elect a chairperson and a recording secretary. It will then write a resolution and will prepare two committee members to speak for the resolution and two to speak against it in the General Assembly.

GENERAL ASSEMBLY

When the General Assembly reconvenes, each committee chairperson will present the committee's resolution. A debate on each resolution by at least four delegates will follow. When the vote is taken, only the ambassador may vote and, at that time, explain why his/her country is voting a particular way.

RULES AND PARLIAMENTARY PROCEDURE

A simple majority (more than half of the delegations) will be needed to pass a motion on procedures (for example, a motion to adjourn). A 2/3 majority will be needed to pass a major committee resolution.

The General Assembly secretaries will count the votes on each resolution and report their tallies to the President of the Assembly. The President will announce whether or not the resolution passes. If there is a question about the count, it should be addressed to the President at that time.

The Ambassadors will be referred to as "Mr. or Miss Ambassador." Only the ambassador may answer roll calls and vote in the General Assembly. He/she may also make speeches and briefly explain why his/her country voted the way it did on the resolution. Ambassadors are also expected to serve on committees.

Delegates are to serve on committees; they may serve as officers of committees and may make speeches for or against resolutions. Delegates are expected to advise their ambassadors on the position their delegation should take on a vote.

Ambassadors and delegates who wish to address the assembly should stand to be recognized by the President, but should not speak until recognized by the President. The ambassador or delegate then should say "Mr. or Miss President" and speak.

SPEAKERS

The General Assembly will be briefed by the Secretary-General of the Mini United Nations and by a representative from N.A.S.A's Space Mobile.

Sincerely,

Susan Deering, Coordinator
Embassy Adoption Program
Mini United Nations Program

CREDENTIALS

Dear Secretary General:

I hereby present _____,

our country's _____ Ambassador / _____ Delegate to the Mini

United Nations General Assembly to be held on Tuesday, May 31, 1983, at the Marie Reed Learning Center in Washington, D.C.

_____
(Head of State)

_____
(Country)

Committee Assignment:

The above named representative has been assigned to represent our country in the following committee (check one):

_____#1 Ownership and Territoriality in Outer Space

_____#2 Control of Exploration/Exploitation

_____#3 Military Uses of Outer Space

_____#4 Non-military Uses of Outer Space

Office of Instruction

415 12th Street, N.W.
Washington,D.C. 20004

EMBASSY ADOPTION PROGRAM, E.C.I.A., CHAPTER 2

SIXTH ANNUAL MINI UNITED NATIONS

GENERAL ASSEMBLY

AGENDA

Marie Reed Learning Center
May 31, 1983

9:00 a.m.	1. Presentation of credentials by delegations
9:30 a.m.	2. Roll call of member states
9:40 a.m.	3. Briefing by Mr. Gregory Crosby, Education Specialist, National Aeronautics and Space Administration
10:20 a.m.	4. Committee Meetings
11:00 a.m.	5. Recess and refreshments
11:15 a.m.	6. Second Session of the General Assembly called to order by the second President
	a. Report by the Secretary General
	b. Presentation of resolutions -two speeches may be made for and two against each resolution.
	c. Vote - each ambassador may make a one minute speech as to why his or her country voted for or against each resolution.
12:30	7. Adjournment
12:45	Diplomatic reception at the Meridian House International, 1630 Crescent Place, N.W.

APPENDIX O

STUDENT QUESTIONNAIRE RESULTS

Student Questionnaire
N=640*

	None		A Little		A Lot		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. As a result of the Embassy Adoption Program, how much did you learn about your EAP country?	3	-	93	15	544	85	640	100

	Like it less		Like it the same		Like it more		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2. As a result of the Embassy Adoption Program how do you feel about your EAP country?	11	2	214	33	415	65	640	100

	No		Maybe		Yes		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3. Would you like to visit your EAP country?	17	3	146	23	477	75	640	101

* 640 students from 27 (87%) of the project schools, averaging 24 students per class, and ranging from 17 to 35 students.